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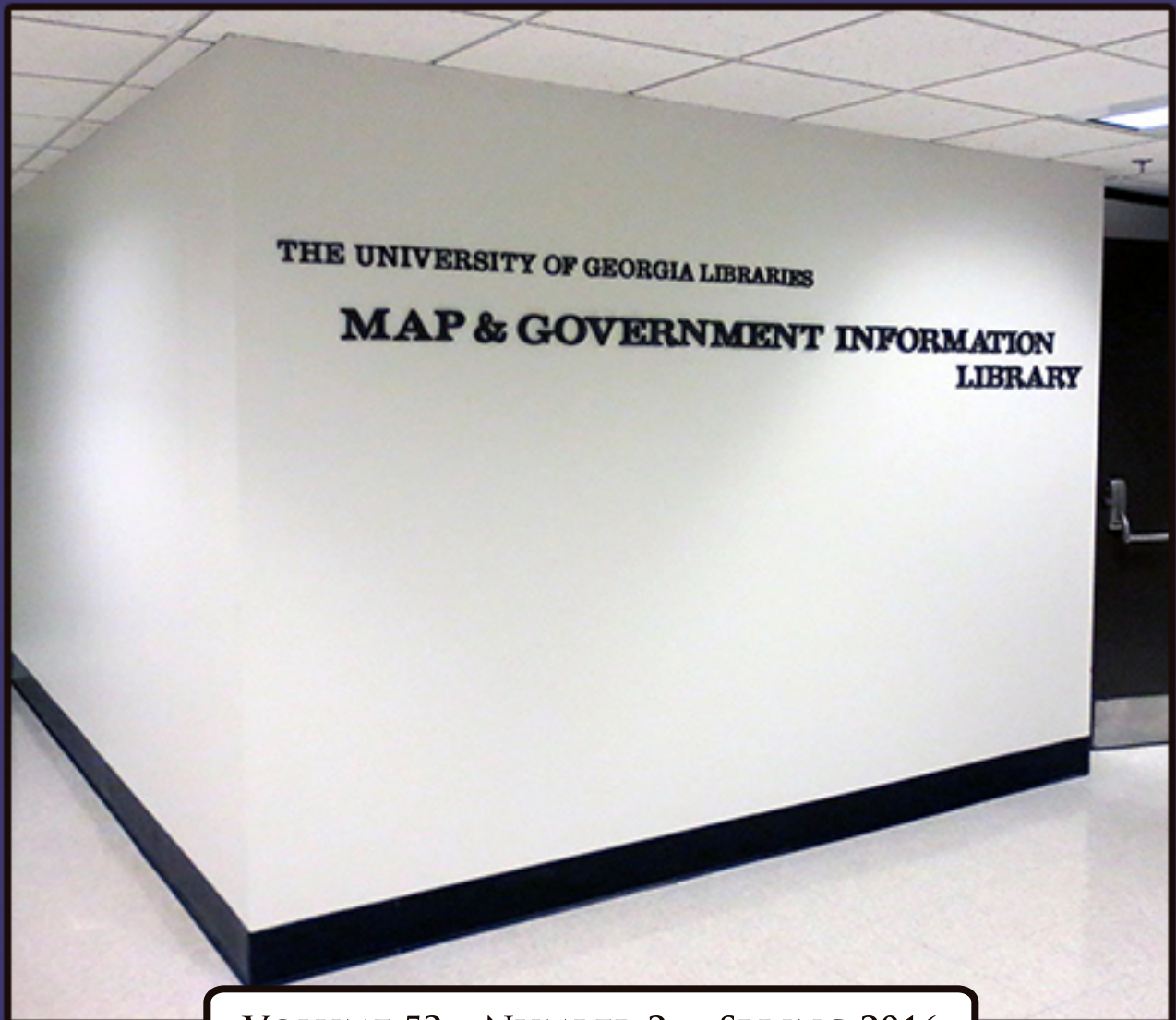
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# GLO

GEORGIA LIBRARY QUARTERLY



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## GLA SPOTLIGHT

### Map and Government Information Library (MAGIL) University of Georgia Libraries

The Map and Government Information Library (MAGIL) opened its doors in the summer of 2012, making it the newest of the [University of Georgia \(UGA\) Libraries](#). Created by the merger of the former Map Library and the University of Georgia Libraries' extensive government documents collections, the Map and Government Information Library is located in

the sub-basement of the Main Library on UGA's North Campus. Its mission is to provide bibliographic, physical and intellectual access to cartographic and government information in all formats. The UGA Libraries serves as Georgia's regional Federal Depository Library as well as

the official depository for documents published by the State of Georgia. Its government documents collections also include select international and United Nations documents. MAGIL is home to one of the largest academic map collections in the country, with over 400,000 sheet maps from all over the world—with a particular emphasis on the State of Georgia—as well as the largest collection of aerial photographs of Georgia outside the

National Archives. The collections also include a wide variety of domestic and international atlases, Georgia city directories, and digital geospatial data. In addition to maps and government documents, MAGIL has a GIS Lab with an array of software that allows users to create maps and perform spatial analysis, and large format scanners and printers that allow users to digitize and reproduce maps and other materials from our collections.

Maps and government documents have been an integral part of the UGA Libraries for well

over a hundred years. Although UGA was officially designated a Federal Depository Library in 1907, there is evidence to suggest that depository status may have been granted as early as the 1850s. The former Map Library first came into existence in the late 1960s, when map collections from the Libraries and



the UGA Geography Department were combined to create the Map Room in the Science Library. When the Map Room's space was converted into a server room in 2005, the map collection was moved to an off-campus warehouse and renamed the Map Library. The plan to combine the map and government documents collections to create a new library dates back to 2008. Once the [Richard B. Russell Library for Political Research and Studies](#) moved

to its new home in the newly-built Special Collections Libraries Building in 2011, the space it formerly occupied in the Main Library was remodeled as the future home of the Map and Government Information Library.

MAGIL provides resources and services to UGA students, staff, and faculty as well as state,

regional, national, and international researchers.

For further information about the Map and Government Information Library and its collections and services, please visit our website: [www.libs.uga.edu/magil](http://www.libs.uga.edu/magil).

## GLA SPOTLIGHT

### Ruth Holder Public Library - Temple West Georgia Regional Library System

The Ruth Holder Public Library is the newest branch of the West Georgia Regional Library (WGRL) system. The new branch is located in the old city hall building in Temple, Georgia, and it was opened to the public on December 19, 2015. With less than a year under its belt, this little public library has already brought the town together as a center for the community.

The library covers approximately 5,000 square feet and will primarily serve the 6,500 residents of the Temple area. Getting the library into the community has really been a labor of love. Different people have been trying for over ten years to get a library in Temple, and when city hall decided to move to a new space last year, the idea to open a local library came to the forefront again.

“The outpouring of support from the community has been really gratifying,” said WGRL Director Roni Tewksbury. “There have been so many people who have just stopped by the library just to look around and to say how thankful they are to have a library in their community.” And people really are stopping in.

For such a new library in a small community, traffic in and out has been heavy.

Putting the library together has been a collaborative effort. Donations have poured in from around the region, and both the Civic Woman’s Club of Carrollton and the Community Foundation of West Georgia have made sizable grants to the library to get it up and running. Carroll County SPLOST funds were used for the renovations and the furnishings and equipment.

The library system made sure that the building would be of good quality for library service for at least the next twenty years: new roof, new HVAC, gutters and downspouts, new lighting (all LED), and upgraded cabling for technology.

“We wanted it to be a Christmas gift to the city,” said Tewksbury. Before this library opened, residents had to drive to Bremen, Carrollton, or Villa Rica for the nearest public library services.



The library has hit the ground running when it comes to serving the community. Even though the staff is entirely new, they have hosted their first story time, they actively planned their participation in the West Georgia Reads community read program held in March, and they are sponsoring a children’s digital photography workshop series in May. They are also in the process of founding a Friends group.



# GLA SPOTLIGHT

## St. Simons Island Public Library

St. Simons Island is one of the four barrier islands that make up the Golden Isles on the Georgia Coast. It is known for beautiful beaches, golf, and tons of fun-filled entertainment. One of the precious spots to visit is the St. Simons Island Public Library. It occupies a little over 4,000 square feet in the historic “Old Casino” building in the Pier Village on St. Simons Island. The library boasts views of St. Simons Sound, Jekyll Island, Little Cumberland (on clear days), and sits in the shadow of the 104-foot St. Simons Island Lighthouse—a truly unique location.

The library was founded in 1937 by Mrs. Abbie Fuller Graham with fifty books temporarily housed in the home of Captain and Mrs. J.C.

Clark on Arnold Road, St. Simons Island. Later that year, Glynn County Commissioners agreed to house the library in the “Casino” building on the island under the sponsorship of the Cassina Garden Club. The first book accessioned in the library, *Drums along the Mohawk* by Walter Edmonds (1936), was purchased from the Baker & Taylor Company for \$1.88. The book remains in the library today.

During World War II, the Georgia coast was plagued by German U-boats due to the

production of Liberty ships in Brunswick, Georgia. The St. Simons Island Public Library stayed open throughout the war and was operated by personnel of the Works Progress Administration (WPA). The island had a population boom at this time. In 1943, the library reported an inventory of 3,256 books with a yearly circulation of 9,062 and had 695 registered members.

After the war, Mrs. Fraser L. Ledbetter was appointed as head librarian in 1950. She held this position for more than four decades until

1989. During her first year in the position, the library was moved to the vacated bowling alley in the “Old Casino” building following relocation of the bowling alley to the “New Casino.” The library has remained in the same location since 1950, and in 2006 a

renovation was completed to expand the space.

Today, the library is part of the Marshes of Glynn Libraries, which is the public library system in Glynn County, Georgia. It is open thirty-eight hours a week to the public and offers an array of services. Last fiscal year the library loaned over 73,000 items and had over 57,000 people walk through the doors. The library provides story time for toddlers, book groups for adults, as well as many other programs for all age sets.



Lifelong local residents, newcomers, and an ever growing population of summer and winter (snowbird) visitors are served by the library. It truly feels and sounds like a community center at the circulation desk. According to lifelong resident, Laura K. Williams, who has been coming to the library for almost sixty-five years,

the “library is a cultural center for the community and a singular source of stimulation for readers with very personal level of service for patrons.”

Visit [www.glynncounty.org/libraries](http://www.glynncounty.org/libraries) for more information.



## *From the* PRESIDENT

I want to start with what is really important—the Joint Conference Committee has decided to repeat the delicious Mexican buffet at the All Conference Luncheon in October!

In addition to great food, Ru Story-Huffman, director of the Georgia Southwestern State University Library in Americus, has secured a terrific speaker for the luncheon. She met Jonathan Alter (<http://jonathanalter.com/>) when he was in South Georgia researching his new biography of Jimmy Carter. Ru persuaded him to speak at our conference and tell us more about his new book and his experience as an author and journalist. So make a note—this is an event that you don't want to miss. Watch for more information about the conference that will be coming to you soon.

Since the Georgia Library Association (GLA) Midwinter Meeting in January, work has begun on three projects that have the potential to impact our association greatly. The executive board has established a task force to oversee a web redesign project. This task force will develop an RFP to seek a vendor to help us redesign the website. Once the vendor is selected, the task force will work closely with the vendor to provide input on the final product.

A second task force was created to investigate the possibility of establishing regional chapters of GLA by partnering with existing local library associations that are active in different regions of the state. The executive board felt that this might be one way for the association to provide more support at the local level.

Finally a policy for GLA on legislative advocacy is being developed. Once in place, this policy will guide the association on when and how it should respond to legislative issues and allow the association to respond when appropriate in a timely manner.

Coming up in the next few months:

At its April meeting the executive board discussed amendments to the association's constitution and bylaws. Among other things, the proposed amendments will create a new vice president position that will oversee marketing and branding. The person in this position will focus on public relations, the association's web page, use of social media, and other things that have an impact on how our association is perceived by the public. Another important proposal is a revamp of the conference committee that will ensure continuity in our conference planning process. Please keep an eye out for a call for a vote on these amendments. It is important for every member to participate in the management of our association.

Conference preparations are well underway. The program proposal form has been released and the registration form will be coming soon. It is time to begin preparing for how you want to participate in the conference this fall.

I imagine that most of you know that the American Library Association (ALA) will hold its 2017 midwinter meeting in Atlanta next year. Amy Eklund is chairing the GLA planning committee for this event and she needs



volunteers! If you would be interested in helping Georgia shine during this national event in our state, please let Amy know. She can be reached at [amypeklund@hotmail.com](mailto:amypeklund@hotmail.com).

That's all for this issue. Next issue I will focus on plans for the conference in October and talk

about what is ahead for the 2017 and 2018 conferences.

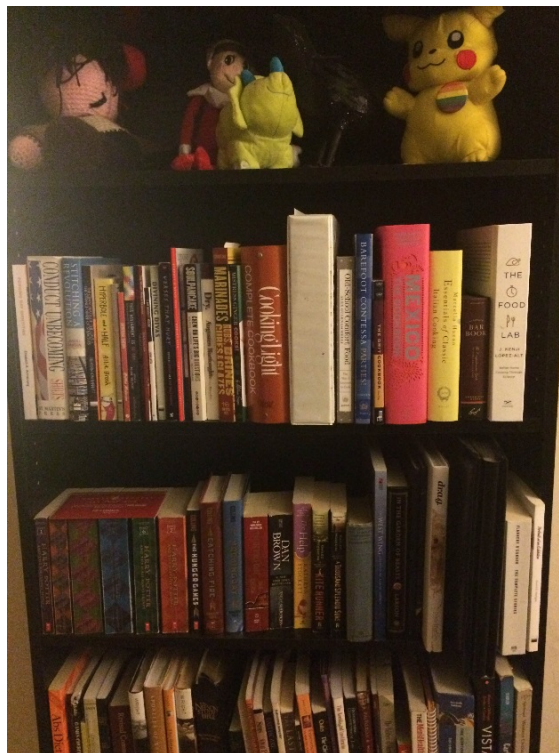
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## *My Own* PRIVATE LIBRARY

By John Mack Freeman

When I was approached about contributing to this column, I was a little nervous. This is a column all about librarians sharing their personal libraries and how they collected them. And as I went through the archives of this article, it seemed like many people have book collecting problems that have caused books to encroach on more and more parts of their homes. I, on the other hand, have trouble holding on to any books at all.

My entire home library is held on a single Billy bookcase from Ikea that stands in my living room. And sadly, only two of those shelves hold my books. They contain a large amount of the GLBT-related poetry and nonfiction that I've reviewed for the Gay, Lesbian, Bisexual, and Transgender Round Table of the ALA. I've also got a growing collection of cookbooks with a focus on Mexican and Italian cooking. The bookcase is rounded out with some fiction and essay collections, and the bottom two shelves hold all the books my fiancé had to buy for his degree in Christianity. And although I constantly tell him that he can get rid of these books because we could find a replacement copy of them if the need ever arose, he strenuously resists these efforts.



Most of what I keep, though, are books I haven't read. There are people that rhapsodize about going back to books like old friends and re-reading them to rediscover a particular moment in time. I hardly ever do this. My to-read list is long enough without spending valuable reading hours trodding over ground that has already been well trod. I refer back to nonfiction, cookbooks, and poetry collections fairly regularly, so they get to stay. Everything else is ripe for a cull.

I cull things out fairly regularly, and the reason I have trouble building up a personal library is related to the life that I've lived. When I was an undergrad, I got my first full-sized bookshelf and promptly filled it up and still had two large plastic bins under my bed that had scripts and textbooks in them. I collected books and never got rid of anything because that's what I thought people who were getting English and theatre degrees did: you collected books. Otherwise, how could you mark your progress? And truth-be-told, my contemporary drama collection had gotten pretty strong (at least for a student), and I ran a mini-lending library of scripts out of my bedroom for others in the theatre department who were looking for things that were a little different.

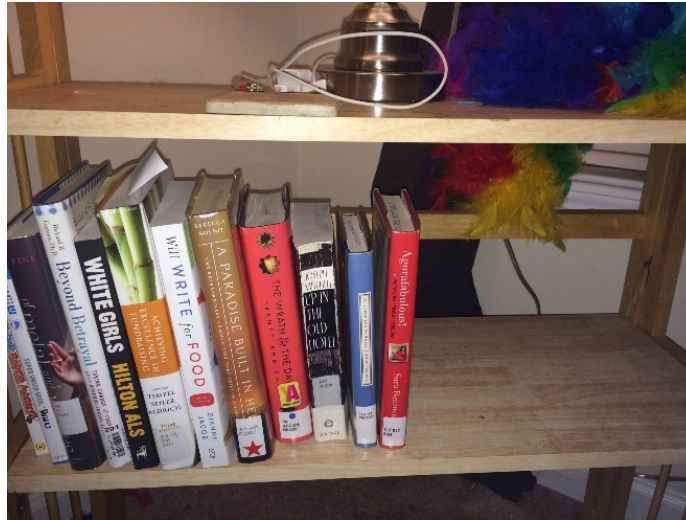
However, immediately after graduating, I joined AmeriCorps and flew across the country to move into an apartment in the Koreatown neighborhood of Los Angeles. My first time in any city, I was travelling broke and light. However, even then, I couldn't go without books. Nestled in the boxes of clothes that I shipped, I hid a few volumes that I knew I wouldn't be able to survive without:

*Astonishing World* by Angel Gonzalez,  
*Midnight in the Garden of Good and Evil* by John Berendt,  
my third copy of *Dry* by Augusten Burroughs, and a handful of other books. However, though these books were tethers to my past and the life I used to know, when I fled Los Angeles sixteen months later with only two suitcases, I left them all behind. And over the years since then, I've gotten new copies of them all or know where I can get them when the need arises.

To me, books are objects that are meant for use. They need to be read, to be perused, to be...useful. And once I've read them, it's time for me to pass them on. I give them to people, or I donate them to library Friends groups. In fact, the reason my library is at this smallest of points at the moment is because I just got done culling through most of my apartment using the method described by Marie Kondo's *The Life-Changing Magic of Tidying Up*. Basically, she says that if an item isn't actively bringing joy into a space, it should be discarded. And I had acquired a number of books that I didn't mind having, but they weren't providing me joy (however, my fiancé somewhat dubiously says

that all his books bring him active joy, so they are still there, just as they were before the Marie Kondo purge). So those heavy boxfuls found their way to libraries and book sales in need.

My tiny collection is augmented with a shelf in my reading corner that holds all the new books I've bought and all the library books I've



brought home that are meant to be read next. And because they're out and ready to go, I like to think that they are part of my library, albeit the constantly changing face of it. And then there is the rapidly expanding Audible audiobook collection my fiancé and I share that heavily favors memoirs and essays

(me), far-too-sad British books set in World War I (him), and science fiction series and humorous memoirs (both of us). Right now, there are ninety-eight books in that library, which definitely dwarfs my physical book collection.

I live a bookish life. I constantly have several somethings to read, and I am passionate about the power and usefulness of books in people's lives. They saved me as child and continue to save me as I become more and more of an adult. But I just don't have the need to own them. My own private library is in my mind, and its physical manifestation is just a small shard of ice sticking above the ocean's great depth.

*John Mack Freeman is Marketing and  
Programming Coordinator at  
West Georgia Regional Library*

# PEER REVIEWED

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## Effective Collaborations in Multi-Campus and Online Environments Using LibGuides

By Rebecca Rose, Mary Ann Cullen, and Sofia A. Slutskaya

### Introduction

With the transition of library services to include a wide array of digital tools, librarians face challenges communicating their services to faculty. Multi-campus environments present additional hurdles; distance leads to infrequent face-to-face contact and a loss of spontaneous water-cooler meetings that contribute towards team-building. If used strategically, tools such as LibGuides can help to mitigate some of those difficulties.

This paper presents a series of case studies that describe and demonstrate successful collaborations created via partnerships with instructors, departments, and other groups in both multi-campus and online environments at Georgia Perimeter College (GPC), where all three authors worked together as librarians for five years. The case studies illustrate the use of LibGuides in building librarian-librarian and librarian-faculty partnerships to support teaching and other campus activities. This discussion includes successful strategies for establishing connections and adopting LibGuides as communication tool for collaborative projects.

### LibGuides as a Collaborative Tool

Establishing professional relationships or rapport between faculty and librarians can be challenging even in traditional school settings. Multiple campuses and distance learning compound these challenges and introduce new ones. Faculty working at distant campuses or

online may be unaware of the availability of librarian services. In multi-campus institutions, unique challenges and issues arise for projects requiring collaboration, communication, and networking (Bottorff et al. 2008). Even those who desire collaboration and partnerships with a professional librarian have to overcome the hurdles imposed by distance or the limits of an electronic environment (ACRL 2008). Access presents another issue. Online faculty residing in different time zones or continents face challenges connecting with their institution's librarian (Mee 2012).

Additionally, as digital content delivery becomes increasingly prevalent in higher education, library services must adapt to the changing needs of faculty and students in an online environment. The "Bill of Rights for the Distance Learning Community" mandates that academic librarians support distance students and faculty in their academic online environments on par with the traditional library service delivery (ACRL 2008). The proliferation of online collaborative tools increases opportunities for forging global partnerships.

One of the tools that emerged as response to online collaboration needs and gained wide popularity among academic librarians is LibGuides. Many of the features of LibGuides position them as an ideal tool for collaborative projects. The program's ease of use and virtual access allows multiple authors and editors for projects. LibGuides' formatted boxes for content creation naturally lend themselves to chunking material into digestible segments.

These interchangeable boxes easily embed within other guides, which alleviates duplication of effort and allows for the stockpiling and archiving of boxes containing core content for mixing and matching.

LibGuides' easy incorporation into learning management systems is essential for working with classroom faculty. Most classroom software may link to a guide or have either entire guides, pages of guides, or simply a box from a guide embedded within them. Creating classroom content in LibGuides enables librarians to retain control of the material on the guide, and instructor authorization is unnecessary for accessing and updating the LibGuide. Thus, LibGuides provide students access to up-to-date library resources without any potential compromise of classroom privacy. Users can also be granted different levels of access and control, making it possible to invite faculty and even students to work collaboratively on a specific guide without giving them access to the entire system.

### **Evidence of Collaborative Uses of LibGuides in Higher Education**

Increasingly, evidence of collaborative LibGuides appears in scholarly literature and professional conference presentations describing projects that span institutions and disciplines. For example, librarians across four separate veterinary schools collaborated on reading list templates using LibGuides (Rey et al. 2015). These reading lists identified local holdings of materials for veterinarians studying for specialized certification examinations and helped librarians prioritize collection development choices best suited for these users. The templates could even be used for institutions without a LibGuides license.

A librarian at Furman University (Wright 2013) describes a collaborative LibGuide written for a college-wide outreach program on scholarly communication, affiliated with the Associated Colleges of the South Faculty Development

Grant Program. The program was developed to discuss scholarly communication issues such as open access, altmetrics, and authors' rights and was hosted by the Furman University Libraries on behalf of the Associated Colleges of the South.

Librarian Ruth Baker (2014) created two guides to be used for the First Year Experience (FYE) program at Georgia Southern University. Both guides were designed to assist FYE students with an assignment teaching library-related skills; feedback from the students indicated that the guides contributed to their learning experience.

Susan Mee (2012) writes about the use of LibGuides in outreach efforts for each of the four international campuses at the Rochester Institute of Technology. Requested by faculty, these guides have been well received. She also states that instructors have been increasingly requesting additional guides for their classrooms, which points to their effectiveness as a tool for online and international collaboration.

Gonzalez and Westbrook (2010) emphasize the course and assignment guides' potential to further partnerships with faculty and serve as a built-in marketing device at New Mexico State University (NMSU). Creating course and assignment guides at NMSU prompted faculty to request guides and become more involved in guide content, suggesting resources and elements to be included. The NMSU study also showed that guides created as a result of partnerships with faculty are more likely to be embedded in Learning Management Systems (LMS) and more likely to be used by students.

Scull (2014) describes a project in which a faculty member and a librarian collaborated on a literature review assignment that included a student-created LibGuide. Roberts and Hunter (2011) highlight the advantages of using Libguides as a tool to reach online students.



Both a review of current literature and browsing through the LibGuides community site (<http://libguides.com/community.php>) show LibGuides as key tools for lending virtual support to academic partnerships and collaborations. The types of collaborations evidenced in the literature are librarian-faculty partnerships to support classes and assignments, as well as librarians providing virtual support to campus services (e.g., career and veteran services, centers for teaching and learning) and events (e.g., community reads, film festivals, conferences and symposiums). Additional examples of collaborative LibGuide projects at academic institutions can be found in the Appendix. This article will examine best practices, logistics, faculty partnerships, and collaborative projects using LibGuides at Georgia Perimeter College.

### **LibGuides at Georgia Perimeter College**

Georgia Perimeter College (GPC), recently consolidated with Georgia State University, is located in metropolitan Atlanta, Georgia, with five physical campuses and an online “campus.” The school’s primary focus is freshman and sophomore core curriculum classes, but there are also several career programs. In fall 2014, GPC enrolled 21,371 students with 8,000 enrolled in at least one class online (approximately half of those eight thousand were exclusively online). GPC’s five campus libraries operate as a system, with each of the twenty-one full-time librarians employed in public services at one of the campus libraries or in the centralized technical services department. Librarians throughout GPC contribute to library services for the online campus, coordinated by the Director for GPC Online Library Services. GPC’s multi-campus structure and large online presence makes it a perfect environment to foster collaborative projects.

In 2008, the authors worked as librarians at three different campuses at GPC, where they began exploring uses for LibGuides. Librarians

created general subject guides first, and specific classroom guides soon followed. As the number of guides grew, the need for standards and guidelines became apparent, to avoid duplication, provide consistency, and facilitate discoverability.

Libraries creating numerous guides should consider developing a master guide containing boxes of frequently-used content, such as chat reference widgets or instructions for obtaining passwords. Having these boxes centrally located simplifies updating links and content throughout all of the guides, because the changes only need to be implemented in the master box, which in turn changes every iteration of that box on every LibGuide. Springshare’s LibGuide v2 system strengthens sharing and collaborating by introducing the concept of assets: sets of links, images, and widgets located centrally, with the ability to be reused by all LibGuide authors in that institution.

If possible, librarians should solicit input and contributions from faculty before creating a guide for their students. When guides were created without faculty input, the authors found that faculty rarely recommended them to students. In one instance, a librarian created a pathfinder guide to supplement face-to-face library instruction. When she asked the instructor if he planned to use the guide the next semester, he apologetically told her of his total lack of awareness of any guide for his class. Despite the librarian recommending the guide to his students during their library instruction session, guide statistics showed it was completely unused. In another case, a librarian created a guide for a class only to have the instructor tell the class during the library instruction session that the recommended resources in the guide offered too many choices. He directed his students to use only one database.

Better communication with the instructors could have both helped these librarians tailor

the information to the class's needs and gained the faculty member's awareness of the guides' content. In contrast, a librarian created a guide for a special topics history course and submitted it to the instructor before class. The instructor suggested additions that were included in the working guide. The instructor's happiness with the final product not only prompted student use of the guide but also spurred him to email praise for the librarian to the librarian's supervisor, the subject department chair, and the dean.

Recommendations of this kind generate publicity that promotes future collaboration. The authors recommend that any course-specific guides be, at the minimum, emailed to the professor before the class as part of the planning process for library instruction. At the least, the instructor becomes aware of the recommended resources available at the library. At best, the guide prompts the instructor to plan the lesson collaboratively with the librarian.

### **Logistics of Librarian-Librarian Collaboration**

The librarians at Georgia Perimeter College collaborated on projects effectively, despite being spread across a multi-campus institution, with as much as sixty-three miles between them. The authors were each stationed at different campuses and found that despite the distances involved, they could function successfully as a team. This productive partnership lasted over years on several projects, including those involving LibGuides. Their methods of communication primarily involved emails and phone calls, requiring only occasional online or face-to-face meetings. Placement of meeting documentation on a private LibGuide proved essential for keeping everyone informed of project developments.

Best practices for successful librarian-librarian collaborations developed over time with the completion of projects. Recommendations include designating a leader of the project who

works with a committee to establish agreed-upon goals. The responsibilities should be broken down into manageable chunks and shared among the working committee members. Establishing deadlines or target dates for specific criteria drives their completion, sets short-term goals, and keeps the project moving forward. Without established deadlines, the project may languish, become reprioritized to the back burner, or delayed indefinitely. With an established deadline, project members who realize they cannot meet the target date can communicate their situation to the group, and the deadline can either move back, or others will step in to assist with the completion of that goal. Continuous feedback on the project shared by committee members throughout the process ensures uniformity of the project's look and feel, along with finessed editing and improvement suggestions. These best practices nurture a culture of knowledge sharing, mutual respect, and trust.

### **Partnering with Faculty**

A librarian's key to reaching students comes from gaining the support of instructional faculty. Faculty perceptions of the library affect student perceptions of the library; in addition, faculty members' knowledge of the resources and services the library offers can shape the research assignments the faculty develop (McAdoo 2010). Students are more likely to ask for help from a librarian when their instructors require or encourage them to do so (Pellegrino 2012). Challenges to building positive faculty relationships occur even with optimal conditions, but there are additional challenges presented with connecting with faculty in online environments, faculty who frequently change campuses, and faculty who teach part-time. Additionally, campus librarians may forget about online faculty (out of sight, out of mind) or may hesitate to contact online faculty because of unfamiliarity with the needs of online learners.

Relationships with on-campus faculty often

happen spontaneously through chance meetings at campus events, the campus cafeteria, and while serving on committees. However, spontaneous meetings rarely occur with online faculty, or faculty who spend little time on campus.

Librarians serving these faculty members must find creative ways of initiating and building relationships, which can lead to collaboration and partnerships.

Distributing surveys to faculty effectively addresses those challenges while gathering additional information. The authors conducted college-wide faculty surveys during two consecutive fall semesters in 2010 and 2011. The librarians primarily intended the survey to determine a baseline of faculty awareness about online library resources and services and to measure faculty use of library resources in their classroom (Slutskaya et al. 2013). The results revealed a general unfamiliarity with many online library offerings and surprise at the extent of services available. With 36 percent of respondents unfamiliar with LibGuides, faculty underutilized librarian-created resources and services, such as LibGuides and video tutorials. Many instructors, upon discovering these online services existed, expressed a desire to utilize those library services. The survey concluded with a comment section encouraging faculty to provide contact information for follow-up assistance; contact information was included in 46 percent of the responses, often along with details of a particular project.

The librarians divided each of the responses with contact information by the faculty member's primary campus for follow-up. This action opened the door for future librarian-faculty collaborations, including requests for building LibGuides for specific classes and assignments. Surveys and professional literature on faculty awareness of library resources show "that the relationship built through engaging faculty in supporting their own teaching activities...may be an especially

beneficial way to build relationships with faculty members more broadly" (Schonfeld and Housewright 2010, 10).

Other ways to reach online faculty include email and presentations at new faculty orientations and department meetings. Librarians can directly email faculty identified through reviewing course listings or ask the department chair or dean to forward an email to the appropriate faculty. One way to extend library outreach is to share an existing LibGuide link for a subject area. For example, sending the library's Science Resources guide to online science faculty with an introductory letter successfully generated replies and increased the usage of that guide. In the introductory letter, librarians may ask for input and then be prepared to follow up enthusiastically when replies with comments and suggestions arrive.

Librarians involved in campus or institutional committees and initiatives are in the best position to suggest using LibGuides. Opportunities for the creation of collaborative guides arise once a member of the group expresses a need to collectively share information, gather resources to store in a central place, or create a web page. This is an ideal time for a librarian to suggest creating a LibGuide that fits with the communication goals of the group or project. Introducing a guide at this point will help people who are unfamiliar with LibGuides, or people who have a limited view of LibGuides' scope, see the value of using a guide in the project. Librarians outside the group are less likely to recognize opportunities to use guides and are less likely to have suggestions to include guides accepted by the group.

Many institutions have strict branding restrictions, hindering the quick creation of a web page for the college website. LibGuides bypass this hurdle, especially with a style guide in place, by having library branding established and locked within the template defaults.

## CASE STUDIES:

### Video Tutorials

With the increasing need for library services for the college's growing online student population, the director of library services for the online campus formed a small committee to create streaming videos for virtual library instruction. Over time, the committee's efforts produced a substantial body of short library instruction tutorials. Eventually, the large number of videos necessitated organizing their storage arrangement to simplify their discovery and retrieval.

The committee decided to store video tutorials on a LibGuide, organizing them by subject, title, and format of the video. In addition to the video tutorials, the guide included

downloadable PDF documents with illustrated instructions for different topics. This conveniently located all library support materials on one site. The videos and written tutorials effectively provided quality content for use on the LibGuides, showcased library databases and services, and facilitated library instruction.

### English Composition 2 (ENGL 1102)

The need for an English Composition Online tutorial for second semester Freshman English Composition classes initiated one of the first projects collaborating with faculty using LibGuides. When beginning to target the library instruction program for online classes, the director of library services for GPC Online faced the challenge of providing virtual instruction to large numbers of students while simultaneously

The screenshot displays the 'ENGL 1102 - GPC Online: Cite your sources' LibGuide page. At the top, the Georgia Perimeter College Libraries logo is prominent, along with social media icons and an 'ASK A LIBRARIAN Chat Now' button. Navigation links include 'Library Home', 'GPC Library Catalog', 'USG Libraries Catalog', 'GALILEO', 'iCollege', and 'GPC Home'. A search bar is located on the right side of the header.

The main content area is titled 'ENGL 1102 - GPC Online: Cite your sources' and includes a sub-header 'Research literary and non-literary topics using electronic and print sources. Also offers citation guidelines.' Below this, there are several tabs: 'Start Here', 'Research Strategy', 'Search Tips for Lit Crit', 'GALILEO How-to', 'Literature databases', 'Non-literature databases', 'GIL Catalogs', 'E-Books', 'Cite your sources' (which is active), and 'Survey: Was this guide helpful?'.

The 'Cite your sources' tab is expanded, showing three main sections:

- MLA Style Guides from GPC:** This section includes a link to 'How to format citations in MLA style on your list of works cited:' and a list of resources: 'Print Sources', 'Web Pages and Multimedia', and 'GALILEO Databases'.
- Citation Help video:** This section features a video player with the title 'Citation Help' and a description: 'This video shows you how to find citation information in the GIL catalog and in several GALILEO databases, including citation formatting tools. It demonstrates how to translate that information into a citation.' The video player shows a thumbnail of the video content.
- Online Citation Guides:** This section lists several guides: 'Citation Guidelines for GALILEO Resources', 'Help in compiling your bibliography using resources found in GALILEO', 'Cite Your Sources - GPC Libraries' (describing GPC libraries information on using different citation styles and plagiarism), and 'OWL Writing Lab @ Purdue' (describing information on writing styles, research methods, and proper citation styles).

On the right side of the page, there is a section titled 'Ask a Librarian FAQs about citations' with a list of frequently asked questions: 'What's so important about citations?', 'How do I work citations into my paper?', 'MLA, APA, Turabian...Why are there so many different citation styles?', 'Can you plagiarize yourself?', and 'How do I cite a journal article in MLA style?'.

Figure 1. The ENGL 1102 online guide was created collaboratively by a librarian and the English faculty who built the template for the course.

meeting numerous departmental stipulations: asynchronous instruction, online instruction equitably comparable to face-to-face instruction, content easily accessible to faculty and students, and the ability to monitor and update content by the librarian. After consulting with course faculty and instructional technologists in the college's Office of Instructional Technology, the librarian decided that the most expedient solution pointed to using LibGuides as the platform for library tutorials.

The LibGuide tutorial for the ENGL 1102 Online template (fig. 1) was the first of these projects. Built by experienced faculty members for core online courses, course templates ensured consistency and quality control within online classes. The school required first-time, part-time instructors to use course templates, with access to templates given to all faculty members teaching that course. By working with the developer of the template for the online ENGL 1102 courses, the librarian customized library instruction to fit the required course assignments. The librarian and faculty members jointly selected resources to include in the guide and chose appropriate information literacy objectives to match concepts taught in the curriculum.

In the four years since the guide's creation, the librarians have easily revised content to stay current, updated recommended resources, and replaced out-of-date videos with new ones. Surveys and ungraded check-for-understanding questions provide feedback from faculty and students using the guide. This feedback identifies trouble spots to the librarian, who can then address concepts students find confusing. Also, the librarian can incorporate suggestions from students to add more check-for-understanding questions and practice learning activities where needed. Housing the library-related content within the LMS would have hindered or prevented this level of monitoring and modification of content, unless each instructor allowed the librarian access to each

course. Not only is course-by-course modification tedious, but instructors are often reluctant to give librarians access to their courses due to issues of student confidentiality and the delicacy of the settings in the course navigation and files.

Most frequently appearing as number one on the top ten list of LibGuides used at GPC, the ENGL 1102 online guide's success suggests that embedding guides within the course template qualifies as an efficient instruction model. Reaching that large number of students justifies the amount of work involved in maintaining the guide. To minimize disruptions mid-semester, significant updates to content should occur only between semesters. The librarian should keep faculty apprised of changes by email.

### **English Composition 1 (ENGL 1101)**

A team of librarians collaborated to create a fully developed ENGL 1101 Freshman Composition tutorial LibGuide. Inspired by the success of the ENGL 1102 tutorial, the idea to create a virtual library instruction session using LibGuides arose after budget cuts and staffing shortages. An online tutorial could suffice in cases when the library schedule did not allow for face-to-face instruction and could also provide equitable instruction for online ENGL 1101 students. Additional benefits of publishing fully-developed virtual tutorials included the ability for all students to access and view them and for students to revisit the tutorial as many times as needed.

Librarian involvement with the creation of this guide was spread across four campuses and sixty miles. The coordinator of library instruction at the Clarkston campus spearheaded the project, which included the contributions of eight librarians

The objectives from GPC's common course outline for English Composition and the ACRL Information Literacy Standards guided the development of the learning objectives and



outcomes for the tutorial (fig. 2). Each objective covered in the tutorial related to one or more library-related skills or resources. Generally, one page (or tab) of the LibGuide concentrated on each learning objective, with the primary responsibility for content development divided among committee members. The library videos in the tutorial avoided presenting heavy textual instruction in an attempt to appeal to visual and auditory learners.

The students worked their way through the content sequentially on each tab on the LibGuide, culminating with a check-for-understanding assessment link at the bottom of the tab. The assessment was a single question that the student could retake multiple times. When ready, the students would advance to the next learning objective, located on the subsequent tab, which offered additional check-for-understanding questions. The tutorial usage statistics showed that the majority of students who took the tutorial went through all pages and attempted all check-for-understanding

questions, even though proceeding to the next tab did not require this action.

Upon the completion of the tutorial, students underwent a comprehensive final assessment with randomized question order. A score of 70 percent generated a certificate that students could print or email to the instructor to signify the successful completion of the tutorial. If students failed to reach a score of 70 percent, they could retake the assessment until they achieved a passing score. Allowing students to retake the assessment multiple times reinforced the concepts for the students each time they took the assessment.

### Dental Hygiene

A dental hygiene faculty member initiated the creation of the Dental Hygiene guide after viewing a presentation about the English tutorials. Face-to-face dental hygiene classes traditionally received one-shot library instruction. The course instructor saw the

Core Library Instruction ENGL 1101			
ENGL 1101 Common Course Outline Expected Education Results and Outcomes	Outcomes (from ACRL standards)	Library resources/Skills to be covered	Sample Assessment Question
Demonstrate basic research skills including effective use of technology	Be able to search the library catalog, identify a call number, and find a book on the shelf	<ul style="list-style-type: none"> <li>Library catalog</li> <li>Requesting items</li> <li>Library account</li> </ul>	What is the best place to find print books about your topic at GPC libraries?
Demonstrate the critical thinking skills involved in exploring, limiting, and focusing the subject in order to produce a thesis statement appropriate for the audience and assignment*	Be able to choose an appropriate database for an assignment.	<ul style="list-style-type: none"> <li>Library resources to cover:               <ul style="list-style-type: none"> <li>Discover Galileo</li> <li>Academic Search Complete</li> <li>Opposing Viewpoints</li> <li>Lexis-Nexis</li> </ul> </li> <li>Using citation elements including abstracts to evaluate search results</li> </ul>	Name a specific database where you can find a variety of articles for almost any topic.
Demonstrate the critical thinking skills involved in exploring, limiting, and focusing the subject. Demonstrate basic research skills including effective use of technology*	Be able to use keywords to construct a successful search statement.	<ul style="list-style-type: none"> <li>Tools to help with selecting and narrowing the topic (topic/issue lists in Opposing viewpoints, etc.)</li> <li>Keywords</li> <li>Search Strategies</li> <li>Boolean operators</li> <li>Database limiters, etc.</li> <li>Subject Headings and controlled vocabularies as applicable</li> </ul>	Your topic: "Is it safe to text while driving?" Which search terms will give you the most relevant results?

Figure 2. Library instruction objectives were derived from the ENGL 1101 Common Course Outline and ACRL Information Literacy Standards.

online tutorial as a way to evaluate and then fill in gaps in students' research skills without relinquishing additional class time for library instruction. In addition, she saw value in offering her students the guide as a classroom reference for research.

To create the guide, the Dental Hygiene instructor met with two librarians: one familiar with dental hygiene resources but unfamiliar with building LibGuides and one familiar with LibGuide creation but less familiar with dental hygiene resources. The three of them determined the desired content for the guide and included ungraded check-for-understanding questions to prepare students for a graded quiz (fig. 3). Like quizzes in the other tutorials, students could retake the quiz until they passed and then submit proof of success to the instructor.

Both students and the instructor generated extremely positive feedback as a result of the guide. The instructor reported that the guide

helped students realize that librarians can assist with valuable research advice. The instructor felt the guide increased student self-sufficiency in their research efforts compared to students in classes receiving only the traditional one-shot instruction. Not only did students learn from the guide, but they considered it a reference source. This resource freed the instructor to focus her time on dental hygiene instruction and ensured the students were receiving up-to-date advice about the resources available to them.

To her delight, the instructor discovered that the students generalized what they learned. As a result of the guide, one student found and consulted an eBook about drug facts during her internship and also shared the resource with students in her class.

### Cross-Disciplinary Campus-Wide Project

A guide created for a campus theater production of *Doubt* by John Patrick Shanley

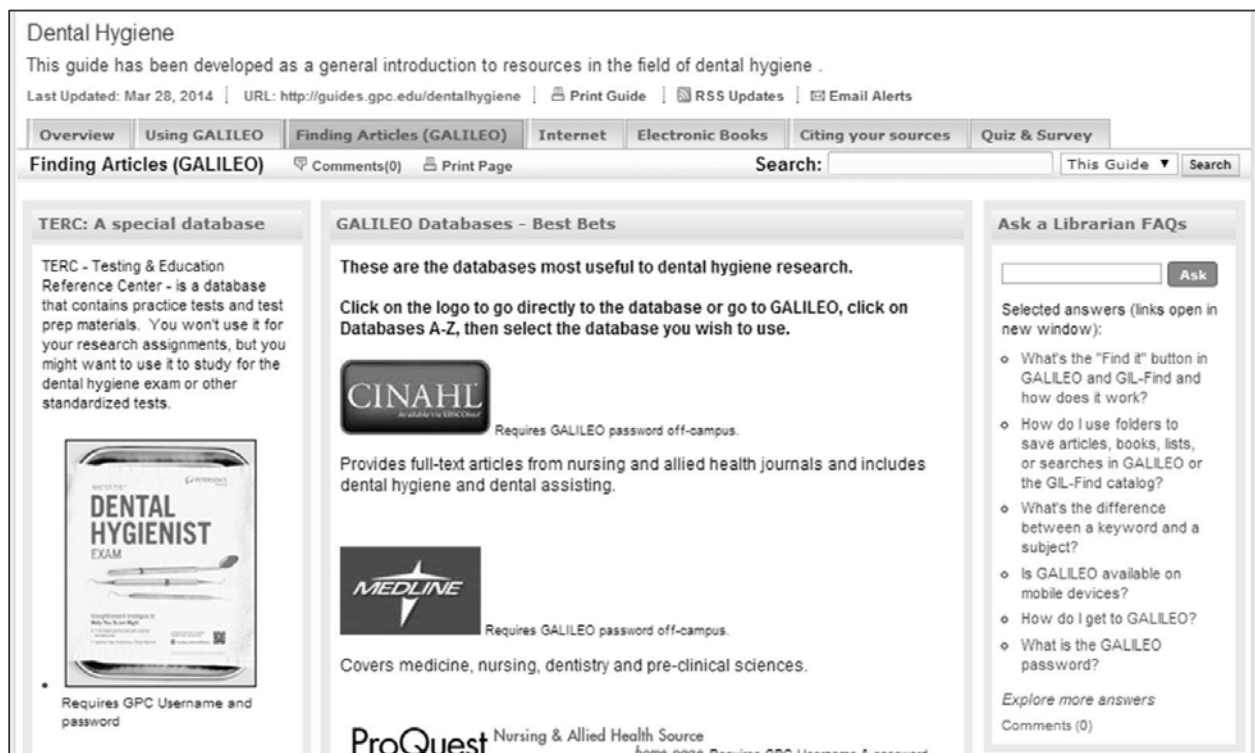


Figure 3. The Dental Hygiene guide created by librarians and a dental hygiene instructor served as both tutorial and reference source.

illustrates one example of a LibGuide compiled for a cross-disciplinary collaboration. English Composition, Honors Literature, art, theater, and communication instructors agreed to use this production as an object for study in classes throughout the Newton campus for the fall 2010 semester. At the time, the library staff at the Newton campus consisted of three full-time librarians, one part-time librarian, and one library assistant serving a student population of about two thousand FTE.

The collaboration began when a communications professor approached one of the authors about gathering and disseminating library resources for all the classes using *Doubt* in their curriculum. The professor's intent was to place the library resources on the reserves shelf, to guarantee their presence for all of the students, and to save library staff discovery and retrieval time. She expressed concern that the tiny staff at the campus library would be overwhelmed with an anticipated large number of students requesting library materials. She also worried that the library staff would not have time to demonstrate the process for locating the materials to each individual student. The librarian suggested instead of placing large amounts of print materials on reserve, to use LibGuides as the jumping off point for online library resources related to *Doubt*. The guide could promote the production of the play, display the playbill, advertise the dates and times of the performances, and thereafter be retained and available in the library guides list for future semesters of classes that might study *Doubt*. The faculty member spearheading the project was enthusiastic and willing to work with the librarian. She invited other faculty members to share in the development of the guide, to support classroom assignments, and to give regular feedback to the librarian as the guide was built.

That fall the usage statistics generated by LibGuides showed high traffic for the *Doubt* guide, with heavy usage of the library resource links. Usage statistics were compared to other

guides during the same time period throughout the entire campus. The enthusiasm of the play's director and faculty participating in the cross-disciplinary study of the campus play generated their request for the creation of a new guide for each subsequent theater production at the Newton campus, which the librarian happily agreed to do.

The collaboration on *Doubt* also continued after the conclusion of the project with spin-off projects. The librarian received an invitation to participate with the other involved Newton campus faculty on a panel presentation discussing the success of the cross-disciplinary approach to studying *Doubt* at the Two-Year College Association-Southeastern Conference in Decatur, Georgia. Then she received another invitation to present for the entire Georgia Perimeter College faculty at a staff day presentation.

The practice of creating LibGuides for the campus theater productions continued for several years for both the fall and spring semesters, and this invited further collaborations between librarians and the faculty at that campus. In addition, one year a librarian increased her involvement with the campus play when she participated as the dramaturge for the production of *The Laramie Project* and wrote the introduction for the playbill. The librarian also developed guides for the stage plays *A Raisin in the Sun*, *Greater Tuna*, and *You're a Good Man, Charlie Brown*.

Since many English faculty members discovered they liked using the LibGuides in their classes, they asked for the development of other guides on plays studied in classes throughout the college, which included *Fences*, *A Doll's House*, and *Death of a Salesman*.

### College and Campus-Wide Collaborations

In many cases, LibGuide creation contributed to college-wide community events, including symposiums and the GPC community reading

program, GPC Reads. GPC Reads resulted from a cross-disciplinary, cross-departmental effort and included the participation of librarians, classroom faculty from an array of disciplines, and the office of public relations. The program involved book discussions and author talks and interactions with students, as well as the incorporation of the book into course curricula. The college extended invitations to the surrounding community for author appearances and discussion panels on topics related to the books' themes. For each selected book, a librarian created a LibGuide, which included a link to the book in the library catalog, information about the author and the author's other works, multimedia, and additional resources on themes inspired by the book. The guides also promoted GPC Reads events (fig. 4).

LibGuide features that pull in book covers from the library catalog and allow for embedding multimedia facilitated librarians' creation of sophisticated content to support GPC Reads and other college-sponsored events. As with course

guides, the guide became an easy reference source for faculty to embed in their courses and in the LMS. A special "For Faculty" page conveniently provided a place for aggregated ideas for assignments contributed by faculty from a variety of disciplines.

One year GPC used LibGuides for a college-wide collaboration, with all five campuses simultaneously conducting symposiums on World War II. In addition to listing library resources about World War II, the LibGuide housed photographs of WWII displays from all campus libraries and listed the artifacts on display. At the Newton campus, the librarian contacted the local historical society for WWII items of interest that members might want to share in a locked window display. The call generated unique, locally-owned items such as uniforms, maps, and letters for their display. The LibGuide linked to photos of the displays with descriptions of the contents. Posting the list of contents allowed the librarian to give credit to the local residents who shared their

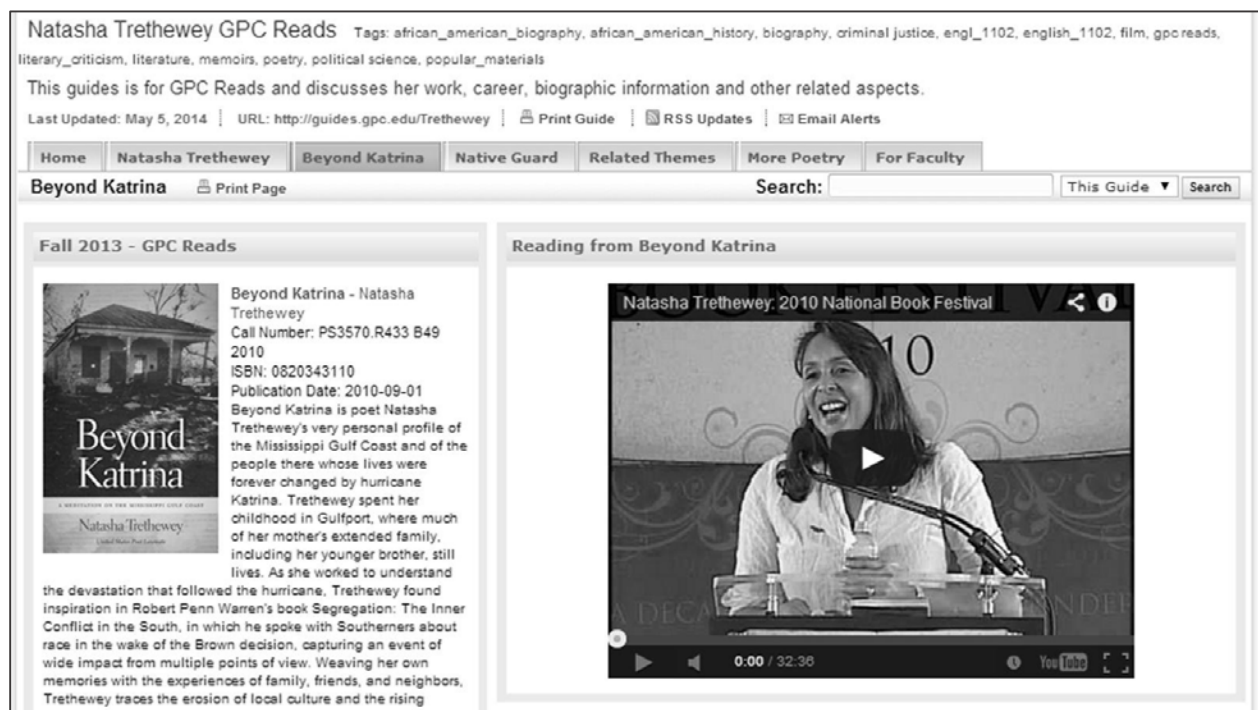


Figure 4. GPC Reads: Natasha Trethewey's *Beyond Katrina* included a schedule of events, information about the author, and links to the community read book and related materials.

rare World War II items.

Targeted resources were placed on their own page for specific speakers who visited the campuses and for assignments built into coursework that was designed around the symposium's WWII theme. The faculty could point their students to these resources by supplying either a URL directly to that page or to the entire LibGuide.

Other symposiums and events that used accompanying LibGuides included the New Orleans—Before and After Katrina Symposium, the My Generation Symposium, the Annual Daffodil Festival, the 1960s Symposium, International Advisory Committee-sponsored events, and International Education Week events. The LibGuides contained schedules, photos, speakers' agendas, and other information about the event. In each of these examples, librarians served on the committees responsible for hosting these events and, therefore, were well positioned to suggest LibGuides as a means to aggregate relevant library resources.

LibGuides also assisted with advertising college-sponsored events via student email. At the time, the college's email system did not allow embedded images in college emails but permitted a link to an image or web page. LibGuides allowed for the quick creation of a page to serve as a publicity web page for the event, without requiring a potential bottleneck of obtaining permission through the IT department.

### **In-House Committee LibGuides**

LibGuides served as tools for communication for committees that had members working at multiple campuses. Standing committees each had a LibGuide to house documentation such as meeting agendas and minutes, links to resources and software programs, guidelines, and forms. Subcommittees and ad hoc committees often had a separate tab within the

guide. The guides were not published publicly but were available to all librarians; having this information gathered in one central place facilitated the discoverability of the documents by all employees.

An example of guides used for committees at GPC is the Freshman English Textbook Committee. After discovering that many students' learning suffered because they could not afford to purchase textbooks for their courses, the ENGL 1101 Textbook Committee was formed as part of a college-wide initiative to supply no- or low-cost textbook alternatives to students.

Two librarians volunteered for the committee, with the goals of incorporating appropriately-placed information literacy content, as well as better familiarizing themselves with the course curriculum and the English faculty. The committee decided to look at similar textbook projects and open educational resources with Creative Commons licenses for content ready to use as-is or adaptable for the needs of GPC students and instructors. Maintaining lists of potential resources and communicating about them proved to be unwieldy until a librarian created a LibGuide to organize and provide access to the materials under consideration. The LibGuide (fig. 5) provided links to the materials and included commentary such as pros, cons, features, and licensing details. The comments feature also allowed for faculty feedback on the various items.

In addition to serving as a communication tool with the committee, the LibGuide served as an outward-facing communication tool within the English department, providing transparency about a project that potentially affected everyone teaching ENGL 1101.

### **LibGuides as Class Project**

LibGuide building also extended to student-created LibGuides (fig. 6). One of the authors taught a Materials for Children and Youth class



Libraries » GPC Libraries Research Guides » ENGL 1101 Textbook Initiative

ENGL 1101 Textbook Initiative

Potential resources for GPC's ENGL 1101 Textbook Initiative.

Last Updated: Jun 24, 2014 | URL: <http://guides.gpc.edu/ENGL1101Textbook> | [Print Guide](#) | [RSS Updates](#) | [Email Alerts](#)

Home | Comparison chart | **Writing for Success (Saylor)** | Rhetoric & Composition wiki | Open Tapestry | Writing Spaces (essays) | Also Considered v | Component Parts

**Writing for Success (Saylor)** | [Comments\(0\)](#) | [Print Page](#) | Search: | This Guide v | Search

**Pros/Cons**

Content appropriate for our needs.

PDF/docx formats

613 pages make it prohibitive to print the entire book.

docx format means it's easy to adapt and add multimedia

No Table of Contents/Index as written, making navigation difficult (We could add.)

Creative Commons "share alike" license means we must share our derivative work on the open web and allow others to use and adapt it. (They will not, however, be able to change our copy; they will have to make their own copy and change it, as we are doing.) We cannot sell it for profit.

**Comments?**

Click the Comments link to view comments or add a new comment.

Comments (0)

**Writing for Success**

**Chapter 1**  
**Introduction to Writing**

**1.1 Reading and Writing in College**  
**LEARNING OBJECTIVES**

1. Understand the expectations for reading and writing assignments in college courses.
2. Understand and apply general strategies to complete college-level reading assignments efficiently and effectively.
3. Recognize specific types of writing assignments frequently included in college courses.
4. Understand and apply general strategies for managing college-level writing assignments.
5. Determine specific reading and writing strategies that work best for you individually.

As you begin this chapter, you may be wondering why you need an introduction. After all, you have been writing and reading since elementary school. You completed numerous assessments of your reading and writing skills in high school and as part of your application process for college. You may write on the job, too. Why is a college writing course even necessary?

When you are eager to get started on the coursework in your major that will prepare you for your career, getting excited about an introductory college writing course can be difficult. However, regardless of your field of study, honing your writing skills—and your reading and critical-thinking skills—gives you a more solid academic foundation.

- [Writing for Success docx](#)
- [Writing for Success \(Saylor\) pdf](#)
- [Creative Commons non-commercial share-alike license](#)

Figure 5. The ENGL 1101 Textbook Initiative guide provided a means for the committee to examine various texts and Creative Commons license information as well as share the project timeline, meeting minutes, and other documents.

in the college's Library and Information Science Technology (LIST) program. The class Materials for Children and Youth focuses on resources and library services for children and young adults. Students enrolled in the class read approximately fifty books, ranging from board books for babies to young adult literature, and explored non-book media such as games, videos, audiobooks, and music for children. Prior to fall 2013, the class had been taught several times in a face-to-face environment. The students kept a book journal and shared their weekly reading as informal book talks in the class meetings. Through these activities, students achieved a working familiarity with books in addition to ones they read themselves and developed the practical skill of book talking.

Moving the class online presented the challenge of creating an equivalent experience of sharing within a virtual environment. Inspired by Eric

Kidwell's SpringyCamp 2013 presentation, "Koalas, LibGuides and Chert, Oh My!" which described a project with study abroad students creating LibGuides relevant to their travels, the LIST class instructor decided to have students use LibGuides to record and communicate to the class about their reading. To retain ultimate control over the content (on the off chance that a student posted anything inappropriate), and to avoid burdening the systems librarian with creating and maintaining LibGuides accounts for every student, the instructor created a blank guide for each student and assigned them a "collaborator" role for their guide. The collaborator role enabled individuals to participate in the creation of a single guide without having full LibGuide account privileges. Instruction for guide creation included Springshare training videos, step-by-step instructional handouts, and videos filmed by the instructor.

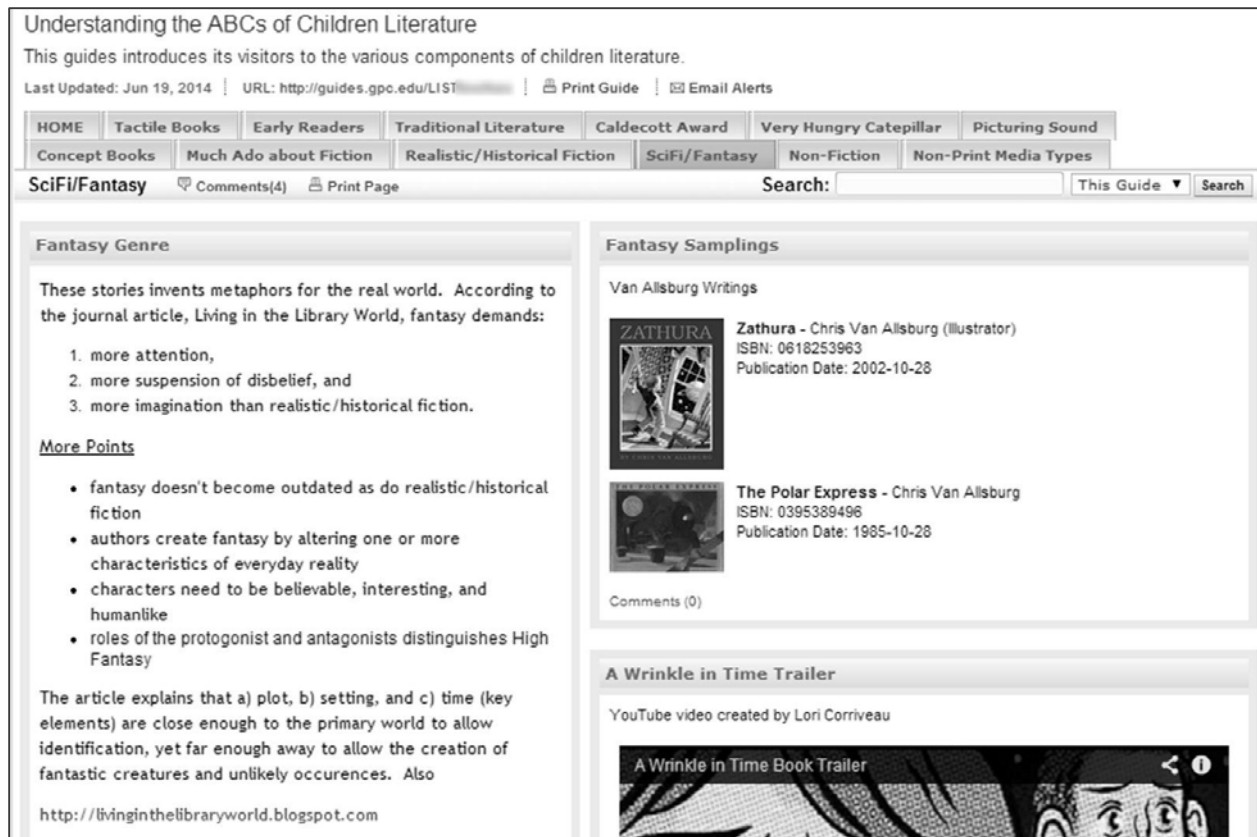


Figure 6. Student-created guides for the class Materials for Children and Youth allowed students to communicate with each other about their assigned readings (student's name is blurred).

Because building LibGuides was new to all of the students, the course devoted a significant portion of class time to learning to use the software. The learning curve was particularly steep at the beginning of the semester, so the reading assignments were reduced accordingly to accommodate a reasonable workload for a sophomore-level class. Every week, each student created a page in their guide and included the books they read that week, complete with their own annotations. In addition, they completed additional requirements based on both the course material and the LibGuides component that week. For example, one week they had to link to a pertinent book award within a "list and links" box. Another week, they had to locate and embed a Creative Commons image with proper attribution. The course required students to visit each other's guides every week and leave comments. Because of the challenge of completing both project and reading

assignments, high-quality comments were not required; even simple comments (e.g., "Great job!") achieved the goal of reading each other's material and expanding the guides' audience beyond the instructor. The students' comments demonstrated genuine interest in and enthusiasm for their classmates' guides.

The instructor solicited student feedback on the project at mid-semester and at the end of the semester. All of the students gave positive feedback about the project overall. The only negative comments stated the difficulties with learning new technology at the beginning of a semester and the amount of time spent building the LibGuide. One frustrated student met with another student for hands-on assistance learning the basics. Most said they felt that learning to build LibGuides taught them a practical skill for their present or future jobs in libraries. Knowledge gained about web design and copyright compliance applied to other web-

oriented projects in other classes.

They said they enjoyed learning from each other and answering each other's posts. Getting to share each other's work helped avoid the isolation sometimes experienced in online classes. Several of the students asked if they could share their guides with friends and family outside of the class because of the practical value of the content in the guide. In this case, the guides not only helped build community within the class, but also extended beyond it. By the end of the course, most students felt very proud of their guides. They all opted to keep their guides beyond the time of the class, so they could use them as part of their professional portfolios.

## Conclusion

The authors found through years of experience publishing and monitoring the use of their LibGuides that the most successful and heavily-used guides were those built collaboratively. Having faculty involvement before creating a guide ensures it will have a receptive audience and that its creation meets a specific need within a community, committee, group, or class. The authors recommend that the creation of guides should purposefully include input from key constituents to ensure its viability and acceptance.

The availability of content-sharing programs such as LibGuides empowered GPC librarians to partner with each other and with faculty to support their classes and curriculum. Using LibGuides provided promotional support and assistance with college-sponsored events and initiatives. Stakeholders throughout the

institution relied on librarians to collaborate with them using content-sharing software to support their efforts. The GPC experience demonstrates that LibGuides and similar tools are essential for communication in face-to-face, multi-campus, and online environments.

Librarians build professional relationships in part to promote and teach information literacy, as well as for the opportunity to demonstrate the quality and scope of library resources. They should also consider LibGuides or other similar content-sharing programs as a vehicle for building collaborations. The act of guide creation, as well as the assimilation of content for the guide, facilitates a group's building, maintaining, and perpetuating community. Creating a guide as a team requires communication and socialization within an organization, while gathering and selecting the guide's content can assist and promote group interaction that leads toward the actualization of the common purpose or goal. Guides can also help to preserve institutional or community memory by housing archival meeting notes and other documentation, serving as a reference point for past, present, and future members.

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## Appendix

### FACULTY-LIBRARIAN COLLABORATIONS

#### Scholarly Communication

Furman University Scholarly Conversations  
<http://libguides.furman.edu/scholarlyconversations>

#### Guide to Collaboration

University of South Florida Guide to Faculty-Librarian Collaboration  
<http://guides.lib.usf.edu/content.php?pid=170909&sid=1439213>

#### Class Project LibGuides

Georgia Perimeter College LIST 2015 Materials for Children and Youth  
<http://guides.gpc.edu/LIST2015>

Georgia Perimeter College *Doubt: A Parable*  
<http://guides.gpc.edu/doubt>

Georgia Perimeter College Campus Theater Production/Class projects  
[http://guides.gpc.edu/srch.php?q=campus\\_theater\\_production](http://guides.gpc.edu/srch.php?q=campus_theater_production)

#### Online Tutorial LibGuides

Georgia Perimeter College ENGL 1102 - GPC Online  
<http://guides.gpc.edu/engl1102online>

Georgia Perimeter Dental Hygiene Tutorial  
<http://guides.gpc.edu/dentalhygiene>

Georgia Perimeter ENGL 1101 Basic Tutorial  
<http://guides.gpc.edu/ENGL1101Basic>

### COLLABORATIONS WITH SUPPORT CENTERS

#### Career Services LibGuides

Resurrection University Career Services  
[http://libguides.resu.edu/nursing\\_jobs](http://libguides.resu.edu/nursing_jobs)

#### Disability Support LibGuides

Ivy Tech Community College Disability Support Services  
<http://libguides.ivytech.edu/content.php?pid=355042&sid=2903949>



## **Faculty Support/Centers for Teaching and Learning**

### **University of North Georgia Center for Teaching and Learning (UNG CTLL):**

Diversity and Global Education

<http://libguides.ung.edu/DGL>

High-Impact Educational Practices and Scholarship

<http://libguides.ung.edu/content.php?pid=536682>

Service Learning Practices and Scholarship

<http://libguides.ung.edu/ServiceLearning>

Scholarship of Teaching and Learning

<http://libguides.ung.edu/SoTlatUNG>

Undergraduate Research and Creative Activities Practice and Scholarship

<http://libguides.ung.edu/content.php?pid=538022>

Fostering Academic Integrity and Reducing Plagiarism

[http://libguides.ung.edu/Academic\\_Integrity](http://libguides.ung.edu/Academic_Integrity)

### **Learning Support, Learning and Tutoring, Writing LibGuides**

Baker College Learning Support Services

<http://guides.baker.edu/content.php?pid=482108>

Baker College of Auburn Hills Learning Support Center

<http://guides.baker.edu/content.php?pid=536721>

Horry Georgetown Technical College Student Success and Tutoring Center

<http://libguides.hgtc.edu/sstc>

Resurrection University Writing Center

<http://libguides.resu.edu/writing>

Walden University Writing Center

<http://academicguides.waldenu.edu/writingcenter/home>

### **Veterans Services LibGuides**

Gulf Coast State College Veterans Services

<http://guides.gulfcoast.edu/veterans>

Tulsa Community College Veterans and Military Resources

<http://guides.library.tulsacc.edu/c.php?g=118445>

## **FESTIVAL, CONTESTS, SYMPOSIUMS, AND OTHER CAMPUS/COLLEGE-WIDE EVENTS**

### **Community Read Programs LibGuides**

Edmonds Community College Community Read  
<http://edcc.libguides.com/c.php?g=121165&p=790182>

Fitchburg State College Community Read  
<http://fitchburgstate.libguides.com/thenewjimcrow>

Georgia Perimeter College GPC Reads  
<http://guides.gpc.edu/GPCReads>

### **Festivals and Symposiums LibGuides**

Nova Southeastern University Tournees French Film Festival  
<http://nova.campusguides.com/frenchfilms>

University of Iowa Climate Festival  
<http://guides.lib.uiowa.edu/icf>

Georgia Perimeter College 1960s Symposium  
<http://guides.gpc.edu/sixtieslife>

*Remarks on the occasion of the retirement of Merryll Penson, Executive Director, Library Services, Board of Regents of the University System of Georgia (USG) made on April 28, 2016 at the University of Georgia's Main Library.*

Good afternoon!

It is my honor and privilege to represent RACL (the Regents Academic Committee on Libraries) at this event, the membership of which consists of the library directors from our twenty-nine institutions of the University System of Georgia.

During the course of her thirty-two-year career in Georgia at Columbus State University, the University of Georgia, and for the past sixteen years at the Board of Regents, Merryll Penson has infused her spirit into nearly all of our libraries in Georgia, academic, public, and K-12; and certainly within the University System of Georgia.



When I try to think of the *adjectives* that describe Merryll's role in our work and in our professional lives, *verbs* come to mind, instead, the things that Merryll *does*: She encourages, reaches out, prompts, questions, advises, steers, connects, associates, teaches, shares, guides, and mentors.

"Act like it will happen," Merryll counsels us, "and eventually it *will*."

And, so many things have happened.

GALILEO is the product of many hands, but it would not be what it is today without Merryll Penson.

Now more than twenty years old, GALILEO stands as what my predecessor Bill Potter described as "the most successful multi-agency collaboration in Georgia's history." It has saved the state millions of dollars through collaborative purchasing, while uniting all of the education and library communities in providing a core set of resources, equalizing access for patrons, faculty, and students no matter where they are in the state.

Merryll's role dates back to the very beginning, when as director at Columbus State, she chaired the USG Committee that created GALILEO. She

did the same for GIL, a program that helped to automate our USG libraries, provide a shared integrated library system program, and support express universal borrowing among our institutions. As GALILEO executive director, she strengthened and expanded this network adding the Digital Library of Georgia collaborative digitization program (now a regional hub

for the Digital Public Library of America); Civil Rights Digital Library; and GALILEO Knowledge Repository. She led us in implementing the GALILEO discovery service and open URL linking to full text, both of which have helped to simplify access to the myriad of resources that we provide. She has been key to the origination and ongoing support of the online New Georgia Encyclopedia, which has become such an important fixture on our educational and cultural landscape. Merryll has led the redesign of GALILEO to help it keep pace with changing needs, and she represents us with vendors (including some here today) through which we provide a core collection of databases,

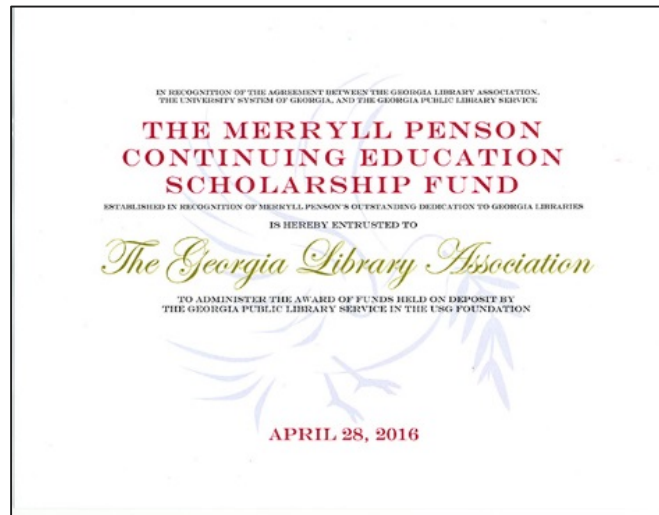
e-journals, and e-books to USG and across Georgia's libraries. Under her direction, GALILEO rose to the challenge presented by Chancellor Hank Huckaby and Executive Vice Chancellor Houston Davis to lead Affordable Learning Georgia, which already has saved students millions of dollars in textbook costs and fostered pedagogical innovation across our institutions. Merryll also has led us into our current system-wide implementation of a next-generation library management platform that will help academic libraries to be both more efficient and effective in fulfilling our vital role in the education of Georgians.

Merryll Penson's work has reached millions across Georgia and well beyond, most of whom will never know her name. But we do, Merryll, and we thank you.

In honor and celebration of your distinguished career, we have a surprise announcement. The Regents Academic Committee on Libraries has begun a campaign to establish The Merryll Penson Continuing Education Fund, which will support the professional growth of Georgia

librarians and library staff members. The Georgia Library Association will award the scholarships with the Georgia Public Library Service accepting and administering the endowment funds.

With the help of our guests from EBSCO and Ex Libris and contributions by GALILEO staff, the GPALS GALILEO community, and RACL members, we have raised approximately \$10,000 thus far.



Accepting on behalf of the Georgia Library Association is Cathy Jeffrey.

Note: Those wishing to make contributions toward the Merryll Penson Continuing Education Fund may make out their checks to the USG Foundation designating them for the Merryll Penson Fund on your check's notation line. You may mail your check to State Librarian Julie Walker at the Georgia Public Library Service, 1800 Century Place, Suite 150, Atlanta, GA 30345-4304.

Toby Graham  
University Librarian and Associate Provost  
University of Georgia

*People, Libraries  
and Agencies* **IN THE NEWS**

## Georgia Library Association Genealogy and Local History Interest Group

On February 12, 2016, the Georgia Library Association (GLA) Executive Board approved the creation of the Genealogy and Local History Interest Group. The purpose of the interest group is to exchange ideas and information about the use and accessibility of library genealogy, local history, and archival materials. Any member of the Georgia Library Association engaged or interested in the work of managing, promoting, accessing, or digitizing library genealogy or local history special collections



Muriel Jackson

may become a member of this interest group. The idea for the genealogy and local history group was born during a conversation at the Society of American Archivists Annual Meeting between Tamika Strong, IT program manager at the Georgia Public Library Service; Muriel Jackson, head of genealogy and archives at the Washington Memorial Library (MGRL); and Angela Stanley, head of archives and special collections at the Athens-Clarke County Library (ARLS). Strong, Jackson, and Stanley identified a need for a



Angela Stanley

professional network of support for those Georgia libraries possessing unique local history or archival materials, or those serving genealogy and local history researchers. "The needs of local history, genealogy, and archival collections differ from those of traditional library resources," says Stanley, chair of the new group. "They frequently contain unpublished material requiring original cataloging, manuscripts, photographs, oral histories, maps, and a host of other formats. In addition to the specific preservation needs of these materials, the reference and research requests are often more in-depth and require greater time and knowledge on the part of library staff."



Tamika Strong

Other inaugural members include Vice-Chair Debra Fennell, Heritage Librarian at the Ladson Genealogical Library; Secretary Muriel Jackson; and Charter Members Tamika Strong, Michael Strong, and Carolyn Crawford.



Debra Fennell

Specific interests of the Genealogy and Local History Interest Group include the management of digitization projects and born-digital collections, collections management and preservation, reference and research services, archival processing, programming, and project grant funding. For more information, or to join, visit the Georgia Library Association website at <http://gla.georgialibraries.org/>.



*People, Libraries  
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## Augusta-Richmond County Public Library

The Fifth Annual Augusta Literary Festival was held at the Augusta-Richmond County Public Library on March 5, 2016. The annual festival, which focuses on writing and authorship, featured *New York Times* bestselling Author C. J. Lyons. Nearly 3,000 people attended the annual event, enjoying workshops, panel discussions, and book signings by regional authors. Forty authors were in attendance representing nearly every genre in the publishing industry from children's books, to literary fiction, to Highland Romances.

Workshops were presented all day from 10 a.m. until 4 p.m. on the craft of writing. The Puppet Room was the perfect spot for a children's writing workshop taught by Terri Whitmire of Atlanta, Georgia entitled Fun Creative Writing (<http://www.funcreativewriting.com/>). It was standing room only as the children gobbled up the writing exercises to work on their own Great American Novels.

A simultaneous creative writing workshop was held for adults in the main auditorium with

creative writer Peter Selgin of Georgia State University. Burgeoning authors were encouraged to bring the first page of a work in progress to be reviewed.

All of the workshops were free and open to the public.



The Augusta Literary Festival recognized the winner of the 2016 Yerby Award for Fiction, Faye Gibbons. Ms. Gibbons won the award for her young adult novel, *Halley*. The award was presented to Ms. Gibbon by Gerald Yerby,







nephew of the late novelist Frank Yerby, an Augusta native.

The Augusta Literary Festival is held every first Saturday in March at the Augusta-Richmond County Public Library headquarters location. For more information, please visit the website at <http://augustaliteraryfestival.org> or contact Cheryl Corbin at: [coordinator@augustaliteraryfestival.org](mailto:coordinator@augustaliteraryfestival.org).

*People, Libraries  
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## Emory University and Georgia Institute of Technology

On March 17, 2016, Emory University and the Georgia Institute of Technology dedicated the new joint Library Service Center (LSC), a collaborative project that houses a shared collection of materials, provides delivery services, and frees space on the main campuses at both universities.

The LSC, located at Emory's Briarcliff Road property, is a secure, 55,000-square-foot, climate-controlled facility that employs state-of-the-art equipment and technology to house both special and general library collections, provide free access to them, and ensure cost-

effective, long-term preservation of the materials.

"The new Library Service Center is a shining example of the long and productive public-private partnership between Emory and Georgia Tech," says G.P. "Bud" Peterson, president of Georgia Tech. "Our complementary strengths produce powerful synergies. Our collaborations exist because both institutions believe great things happen when we work together to tackle big challenges."

"The LSC represents an important new chapter in the public-private partnership between Emory and Georgia Tech," says Emory President James Wagner.



On hand to cut the ribbon for the new Library Service Center shared by Georgia Tech and Emory are, from left, Jack Tillman, President of EmTech; Rich Mendola, senior vice provost of Library Services & Digital Scholarship at Emory; Yolanda Cooper, Emory University librarian; Catherine Murray-Rust, vice provost for learning excellence and dean of libraries at Georgia Tech; Emory President James Wagner; and Georgia Tech President G.P. "Bud" Peterson



Catherine Murray-Rust speaks at the dedication of the new Library Service Center on Emory University's campus March 17, 2016.

More than fifteen years ago, the two universities established EmTech, at that time a biotechnology business incubation initiative to provide infrastructure for biotech start-ups.

"But our collaborations are broad, deep and multiple, growing largely out of the ways in which our institutions complement each other," says Wagner. "EmTech now is the working name under which the LSC is now incorporated."

Each institution contributed equally to the facility's construction and will continue equal support for operations funding.

Currently, the LSC houses approximately 95 percent of Georgia Tech's collections and a portion of Emory collections. Once ingest is complete in the summer of 2016, the archive module will house more than 2 million volumes. The module is capable of holding 4 million

volume equivalents, and the facility can accommodate another module of the same size, meaning that it may be possible for additional partners to join Emory and Georgia Tech.

"By working together to establish the LSC, both institutions now have access to a broader range of library materials, stored in optimal physical conditions and at a lower cost," says Rich Mendola, enterprise chief information officer and senior vice provost for library services and digital scholarship at Emory.

Only about 17 percent of Georgia Tech's and Emory's collections overlap, which means that "together we have an exceptional collection that benefits both campuses," says Yolanda Cooper, university librarian at Emory. "Our goal is to leverage the services we can provide across both institutions, enhancing our ability to meet the changing needs of users and to

develop new resources and tools for use in research, teaching, and learning."

"In addition to making progress on the big dream of the shared collection available to all at both institutions, the Emory-Georgia Tech collaboration creates a new model of partnership between research libraries that we hope will encourage our library colleagues to improve access to collections and services through deeper collaborations of their own," says Catherine Murray-Rust, vice provost for learning excellence and dean of libraries at Georgia Tech.

**Features of the Library Service Center include:**

- The 55,000-square-foot secure, climate-controlled facility has state-of-the-art equipment and technology. The archive module is 30,000 square feet and

25,000 is used for processing materials and special handling.

- High-density shelving is designed to ensure the long-term preservation of and access to library collections.
- A reading room allows users to consult materials on site, so that they can make more precise selections to be delivered to a campus library for use.
- Two deliveries per day of physical items to campus locations are scheduled, with a mediated service available for rush/on-demand delivery. Electronic delivery of scanned content, such as journal articles and conference papers, also is available.
- A virtual browsing solution is in the planning stages; it would offer a similar serendipitous experience to finding a valuable new book by chance.



*People, Libraries  
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## Georgia Southwestern State University

The James E. Carter Library, Georgia Southwestern State University (GSW), is pleased to announce the appointment of John Wilson as reference librarian/government documents supervisor and Bokshim Fox as access services supervisor. Both Bokshim and John are graduates of GSW and earned an MLIS degree from Valdosta State University. Welcome Bokshim and John!



§

Lee Ann Dalzell, cataloging librarian and database manager, will retire June 30, 2016. She has been employed at Georgia Southwestern State University for thirty-seven years and has witnessed first-hand the evolution of library cataloging and technical services. From the card catalog and shelf list through the Voyager and ALMA integrated



library systems, Lee Ann has been a driving force for the James E. Carter Library. Her institutional knowledge and history of the library and Georgia Southwestern State University will leave a large hole on campus. We wish Lee Ann the best in her retirement; she will surely be missed.

In the photo below, Lee Ann is standing by her plastic canvas village that has been displayed in the GSW library during the holiday season.



*People, Libraries  
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## **Gwinnett County Public Library**

### **GCPL Hosted Citizenship Naturalization Ceremony Wednesday Morning**

Gwinnett County Public Library (GCPL) hosted a Citizenship Naturalization Ceremony Wednesday morning on April 13, 2016 at the Hamilton Mill branch.



Forty-seven participants took the oath of allegiance, completing the process of becoming a US citizen, and received a Certificate of Naturalization as official proof of US citizenship. Twenty-four of those participants registered to vote following the ceremony.



Dacula Mayor Jimmy Wilbanks opened with welcoming remarks.

The Naturalization Ceremony is part of an ongoing partnership between GCPL and the United States Citizenship and Immigration Services (USCIS) to provide workshops assisting with the naturalization process in English, Spanish, Vietnamese, and Korean.

"We're very excited to work with the USCIS to bring these important programs to the Gwinnett community," said GCPL Adult Programming Associate Ben Mann.

A Spanish language workshop explaining the process of bringing family to the United States from abroad will be held at the Five Forks branch on June 1 at 6:30 p.m.

For more information about upcoming GCPL's Global Gwinnett Series, Citizenship and Immigration programs, email: [events@gwinnettpl.org](mailto:events@gwinnettpl.org).

§

### **Gwinnett County Public Library to Expand and Unify Open Hours**

The Gwinnett County Public Library Board of Trustees voted Monday evening to expand and unify open hours for the county's fifteen branch library system.

Branches currently use an alternating schedule with two sets of operating hours.

The new hours, which will go into effect on Monday, May 16, are as follows:

Monday–Thursday: 10 a.m. to 8 p.m.  
Friday & Saturday: 10 a.m. to 5 p.m.  
Sunday: 12 p.m. to 5 p.m.



“We no longer need to memorize complicated sets of hours,” said Library Executive Director Charles Pace. “By adjusting staff schedules and our service model, we’re able to increase library access to the community while providing more morning and evening hours for our patrons.”

The change will net a weekly gain of seven additional open hours for each branch.

## §

### **Donation Helps Launch High School Completion Program at GCPL**

Gwinnett County Public Library will launch Career Online High School this spring, an accredited high school completion program offered by database partner Gale Cengage Learning.

GCPL will be the first library in Georgia to offer the program and among the first in the Southeast.

Career Online High School, accredited by the Southern Association of Colleges and Schools, is part of the world’s first accredited private online school district.



“Through the generosity of Clyde and Sandra Strickland, we’ll be able to help adults in the Gwinnett community complete their high school education and give them the tools to start or advance their careers,” said library Executive Director Charles Pace.

Students can complete the program in as little as five months and graduate with an accredited high school diploma and a certificate in a high-growth, high-demand career field, along with a resume and cover letter.

The library is currently seeking matching donations to help fund the initial twenty-five adult students that will earn a high school diploma and become career and college ready. There is no cost to program participants.

For more information about donating to the program, contact Executive Director Charles Pace at 770-822-5321.

*People, Libraries  
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## Kennesaw State University

Aajay Murphy, managing editor for the Kennesaw State University (KSU) Libraries' Digital Commons, recently received the university-wide Employee of the Month award. The award is given to an employee who demonstrates an ongoing commitment to excellence in service and engagement. Aajay is completing his second year as KSU's Digital Commons repository manager, and during his time the holdings of the repository have grown to almost one million.



§

Rachel Johnson is the newest member of the KSU Library System. She is in the newly created position of library technology paraprofessional I in the Research & Instructional Services Department. In this position she will be assisting the Research & Instructional Service Departments at



both the Johnson and Sturgis libraries.

§



Jeff Clemmons, author of *Rich's: A Southern Institution*, was the Sturgis Library guest speaker for Black History Month on February 17, 2016. His topic was "MLK, JFK, Civil Rights, and Rich's: How an Atlanta Institution Ushered in a President."

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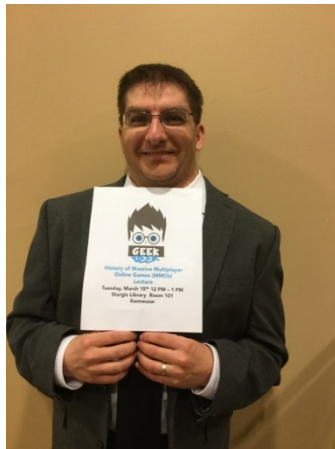
The Friends of the KSU Library System held a used book sale at the Johnson Library on March 8 and 9, 2016. The sale was very successful for the Friends.



During midterms the Sturgis Library invited a KSU counselor to do a meditation class for the stressed out campus community.

§

The KSU Library System took part in the campus-wide Geek Week, March 14–18, 2016.



Librarian Aaron Wimer of the Johnson Library did a presentation on the history of massive multiplayer online games (MMOs). He also led a panel on role playing and team building. Game nights and game days were also

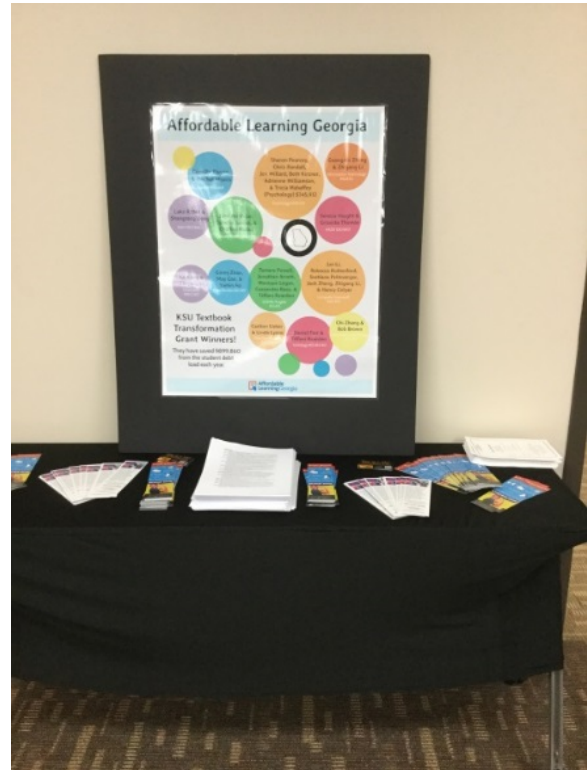
offered at both campus libraries during the week.

§

The Kennesaw State University System and the Office of the President continued the tradition of the Authors' Reception on March 29, 2016. This celebration honoring KSU faculty, staff, and student scholarship was originally started in



1999 at the Southern Polytechnic State University's L.V. Johnson Library. Dean of Libraries Dr. David Evans, KSU President Dr. Daniel Papp, and Associate Professor of Information Systems Dr. Adriane Randolph were the guest speakers. Over one hundred authors participated. Affordable Learning Georgia grant recipients were honored along with the student finalists in the library's first Undergraduate Research Award.



*People, Libraries  
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## University of West Georgia

### In Memory of Patricia Rose Gerard

Patricia Rose Gerard, who was employed in the circulation department of Ingram Library at the University of West Georgia (UWG), died March 24, 2016.

Pat was a 1978 graduate of West Georgia College, where she majored in history and political science and minored in German. She did graduate studies at Ohio State University and attained her master's degree at East Tennessee State University. She



became a certified archivist through the Academy of Certified Archivists in 2011. While a student at West Georgia, Pat was a member of Pi Gamma Mu and Golden Key. As an employee, she was a member of Ingram Library's Penelope Melson Society and UWG's Thirteen Oaks Society.

In addition to her work at circulation, Pat volunteered in Ingram Library's Annie Bell Weaver Special Collections, processing regional collections and university materials, including the Pub & Print Collection. She recently began indexing scrapbooks from the office of former Georgia House Speaker Tom Murphy.



*People, Libraries  
and Agencies* **IN THE NEWS**

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## Valdosta State University

### VSU's Odum Library Celebrates National Library Week with Read Fest

Odum Library teamed up again this year with Valdosta State University's (VSU) Dewar College of Education and Human Services to host Read Fest on April 15, 2016. Read Fest is an annual event held during National Library Week. The purpose of Read Fest is to promote a lifelong love of reading and literacy. Each year the local pre-kindergarten classes are invited to VSU's campus to interact with librarians, teaching

faculty, student-teacher candidates, and other volunteers with activities like reading stations, sing-along stations, temporary tattoos, foam visors, bookmarks, and coloring.

Last year VSU had almost 250 students attend. This year, due to the weather, the event was held inside Odum Library, with over 240 students attending. In addition to the activities during the event, each student gets to take home a goodie bag that includes a book along with other treats. The event is a great way to promote reading to a young audience.



## Off the SHELF

**Cecelia and Fanny: The Remarkable Friendship Between an Escaped Slave and Her Former Mistress** by Brad Asher (University Press of Kentucky, 2011: ISBN 978-0-8131-3414-7, \$30.00)

Brad Asher, an independent scholar who holds a Ph.D. from the University of Chicago and who is an author of three works of history, captures the interesting and true story of an escaped slave and her former mistress in *Cecelia and Fanny*. Asher begins the account by captivating the reader's attention with the story of Cecelia's break to freedom. Cecelia, a fifteen year old slave from Kentucky, who belongs to her twenty year old mistress, Fanny Thruston, has travelled with the Thruston family to Niagara Falls in the spring of 1846. At the time, the falls marked the boundaries "between slavery and freedom," for beyond the falls lay Canada and the promise of a new, free life for fugitive slaves. The young Cecelia must certainly have been plagued by doubts as she chose to leave behind her mother and brother, still enslaved, as well as the life she had known since birth, to seek freedom in Canada. Despite her circumstances and any hesitation, she still chose to traverse the "geography of freedom," crossing the boundary away from being someone's personal property and into a new territory of liberty and selfhood.

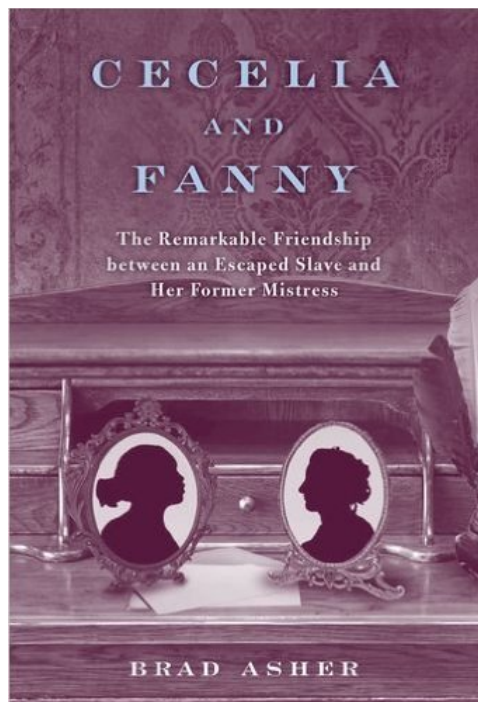
Asher presents his research and conjectures in a fascinating juxtaposition of chapters, alternately

looking at Cecelia's and Fanny's developing lives and the historical context surrounding them, leading the reader from the antebellum pre-Civil War era to the years following the war and Reconstruction. In the chapters, Asher presents the stark contrast of the lives of both women. Cecelia's life is traced from a babe in arms, sold into slavery with her mother to the Thruston family, her trip as a teenager to Niagara Falls and her break to freedom, her establishment of a new life and identity in Canada, her family life

and marriages, and her real and brutal struggle to maintain an independent life as a wage-earning free black woman. Fanny, in contrast, was brought up in a relatively privileged Kentucky lifestyle and led a life that "followed the common nineteenth-century trajectory for women," first as a daughter, then as a wife and mother (including her role as a mistress of a successful household). Despite the contrast, the women's lives intersect again after Cecelia flees slavery when she reaches out to Fanny by letter. This commences a correspondence between the

two, which lasted an unknown period of years. In the correspondence, the reader can see a glimpse of a complex connection that transcends the bond of that between a slave and her former owner.

Throughout his work, Asher makes it clear that he did not have voluminous amounts of information and archival documents on which to base his research. He had a few letters from Fanny to Cecelia and documentation written by





Fanny's son as well as public administration records. Despite this paucity, Asher presents a fascinating and convincing portrayal of the women's lives, based on the evidence available and on well-researched conjectures, confirmed with an impressive amount of end notes. Asher himself addresses the question of why someone should want to add another book addressing slavery to their collection. First, *Cecelia and Fanny* provides a look at slavery in an urban, rather than a rural context, as both women lived their entire lives in cities. Secondly, Kentucky was also unique in that it was a border state, interestingly situated between the plantation South and the mostly abolitionist North. Finally, this work does a wonderful job of not only presenting portraits

of these two women but also documenting many historical facts about the contexts in which they lived, such as information about the lives of free blacks in Canada, courtship practices of the time, family lives of slaves, and how the Civil War affected many states and cities.

This book is recommended for any library with African American or Southern history collections, and it will be an informative and wonderful read for anyone interested in Southern history.

*Laura Sinclair is Family Medical Library Assistant  
at Children's Healthcare of Atlanta*

## Off the SHELF

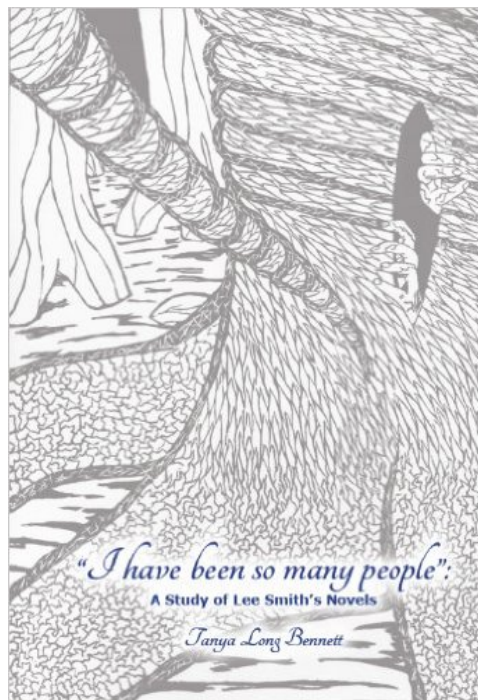
**'I Have Been So Many People:' A Study of Lee Smith's Fiction** by Tanya Long Bennett  
(University Press of North Georgia, 2014: ISBN 978-1-9407-7107-6, \$29.95)

*'I Have Been So Many People'* by Tanya Long Bennett is a work of literary criticism that explores the work of Lee Smith in the context of Southern literature. Smith is generally considered part of the "grit lit" genre of the 1970s and 1980s, a genre defined by its usage of popular Southern culture and postmodern themes that distanced it from the earlier ideals of the Southern Renaissance. This burgeoning of postmodernity in the South is where Bennett situates her monograph.

Throughout the text, Bennett relies on a poststructuralist framework, particularly Jacques Derrida's deconstructionism, to explain Smith's preoccupation with what "ought" to be and what "is" in the world. Bennett claims Smith's use of characters searching for identity is not meant to be symbolic but indicative of a new South where personal identity is not stable and may never be found.

Over the next few chapters, Bennett looks at various novels by Smith, including *The Last Day the Dogbushes Bloomed*, *Something in the Wind*, *Fancy Strut* in chapter one; *Black Mountain Breakdown* in chapter two; *Oral History* in chapter three; *Family Linen* in chapter four; *Fair and Tender Ladies* in chapter five; *The*

*Devil's Dream* in chapter six; *Saving Grace* in chapter seven; *The Last Girls* in chapter eight; and finally *On Agate Hill* in chapter nine. For each novel, Bennett explores how Smith employs the use of Southern, and in some cases more specifically Appalachian, characters as a means to destabilize cultural myths of a defining and stable identity.



For example, in her discussion of *Oral History*, the story of the Appalachian Cantrell family and their family curse, Bennett posits that the idea of a history that defines us does not exist as fact. It is only an idealized myth of what we desire ourselves to be. In the novel, Bennett sees this in Jennifer's folk history project. Although many voices build up a mythologized family history, they do not come close to capturing the past the reader knows to be true and thus provide an unstable basis for constructing identity.

Fans and scholars of Lee Smith, Southern literature, and post-structuralism, will find Bennett's analysis an interesting interpretation of themes in Smith's novels and Southern literature in general. This book is recommended for academic libraries that want to build or add to a collection in Southern literature, Appalachian literature, or women's literature.

*Thomas Weeks is Reference and Instruction Librarian at Augusta University, Reese Library*

## Off the SHELF

**Signposts: New Directions in Southern Legal History** edited by Sally E. Hadden & Patricia Hagler Minter (University of Georgia Press, 2013: ISBN 978-0-8203-4499-7, \$26.95.)

The study of Southern legal history was in its infancy in 1984 when *Ambivalent Legacy: A Legal History of the South* was published. Thirty years later, the study of legal history in the South has flourished, helped in no small part by the founding of the *Journal of Southern Legal History*. It is fitting, then, that a book "intended as a long-delayed successor to *Ambivalent Legacy*" seeks not only to celebrate the strides made in the field of Southern legal history but also to inspire future scholars to explore relatively untrodden paths.

The essays in *Signposts* illustrate the potential for diversity in Southern legal history by ranging across the length and breadth of the South. The earliest essays address the colonial period while the latest reach the latter half of the twentieth century and beyond. Equally expansive is the book's geographical coverage, which includes Louisiana, Florida, South Carolina, and Kentucky, and highlights the South's cultural diversity. A chapter on manumission in New Orleans, for example, shows the difference made by transition from French to Spanish rule in that city. A later chapter provides a character study of Elisha Chester, a lawyer involved in the fight over Cherokee removal.

The scope of the essays is similarly varied. Some chapters, such as James W. Ely Jr.'s exploration of the homestead exemption, cover decades over several states. Others focus on one specific place and time. Patricia Hagler Minter delves into the local history behind *Buchanan v. Warley*. Sally E. Hadden's essay explores grand jury presentments in Charleston, South Carolina, in which grand jurors—often the wealthier members of society—could accuse others by name or complain about the state of the roads.

While the subjects of some of the essays are familiar, they are presented in fresh ways. Law students learn *Ex Parte McCordle* and *Ex Parte Milligan* for their main points of law, largely divorced from their historical context; Cynthia Nicoletti's chapter reseats these seminal cases as volleys in a coordinated legal battle against military Reconstruction. Lisa Lindquist Dorr's essay examines Prohibition through the eyes of Southern women, both those who drank (and were arrested) and those who did not.

In the introduction to *Signposts*, Hadden and Minter set out to "demonstrate [Southern legal history's] dynamism and diversity." The essays they have chosen do just that. Hopefully they will also inspire others to continue to study the legal history of the South from new angles and directions.

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